DOCUMENT RESUME

ED 160 812 08 CE 017 904

TITLE	Model for Articulated Counseling Services. Final Report. Research Series No. 49.
INSTITUTION	Lake Region Junior Coll., Devils Lake, N. Dak. Vocational Guidance Dept.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
BUREAU NO	498AH60113
PUB DATE	30 Jun 77
GRANT	G007603866
NOTE	81p.; Parts of some pages may not reproduce well due to broken print
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Counseling Goals; *Counseling Programs; Counseling Services; Dropout Prevention; *Guidance Objectives; Junior Colleges; Models; Post Secondary Education; Program Development; Relevance (Education); Rural Areas; Student Opinion; *Vocational Counseling; Vocational Education
IDENTIFIERS	North Dakota

ABSTRACT

The report presents goals and objectives, procedures, and concluding recommendations for a model counseling services program in North Dakota postsecondary schools. Terminal objectives of the project are to reduce the dropout rate of postsecondary vocational education students, to better serve rural area postsecondary students, and to determine the impact of postsecondary vocational programs. To develop the model, a study was made to test program components in order to tailor them to a junior college in a predominantly rural area. Results from the twenty-three procedural steps are detailed in the report and in the appendixes. The three terminal objectives were felt to have been met and the program is expected to continue. More than half of the report consists of appended project materials: results of surveys of former students (graduates and dropouts), questionnaires and compiled results from student surveys, letters to potential employers, and other resource materials for future utilization in program planning. (MF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED160812

FINAL REPORT

Project No. 498AH60113
Grant No. GOO-7-60-3866

Model for Articulated Counseling Services

Conducted Under
Part C of Public Law 90-576

Dan Seim, Project Coordinator
Vocational Guidance Department
Lake Region Junior College
Devils Lake, North Dakota 58301

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

June 30, 1977

CE017904

THE STATE BOARD FOR VOCATIONAL EDUCATION

900 East Boulevard
Bismarck, North Dakota 58505

CARROL BURCHINAL, Director
NORBERT MAYER, Assistant Director
REUBEN GUENTHNER, Assistant Director

NORTH DAKOTA RESEARCH COORDINATING UNIT

DON ESHELBY, Director

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

united printing

FINAL REPORT

Project No. 498AH60113
Grant No. GOO-7-60-3866

Model for Articulated Counseling Services

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Dr. Don Eshelby, Project Director
North Dakota State Board for Vocational Education
900 East Boulevard Avenue
Bismarck, North Dakota 58501

Carrol E. Burchinal, State Director

June 30, 1977

TABLE OF CONTENTS

		Page
I.	Summary of the Report	1
	A. Duration of Project	1
	B. Goals and Objectives	1
	C. Procedures Followed	1
	D. Results and Accomplishments	4
	E. Evaluation	4
	F. Conclusions and Recommendations	4
II.	Body of the Report	5
	A. Statement of the Problem	5
	B. Goals and Objectives	6
	C. Project Design and Procedures	7
	D. Results and Evaluation	14
	E. Conclusions and Recommendations	26
III.	Appendices	28
	A. Appendix A	29
	B. Appendix B	31
	C. Appendix C	33
	D. Appendix D	39
	E. Appendix E	43
	F. Appendix F	46
	G. Appendix G	51
	H. Appendix H	53
	I. Appendix I	60
	J. Appendix J	72
	K. Appendix K	74

I. SUMMARY OF THE REPORT

A. DURATION OF THE PROJECT

The time period covered in this final report extends from July 1, 1976 to June 30, 1977.

B. GOALS AND OBJECTIVES

The terminal objectives of this project are:

a. To reduce the dropout rate of post-secondary students in Vocational Education programs.

b. To better serve rural area post-secondary students.

c. To determine the impact of post-secondary Vocational Education programs.

It was felt that these objectives would be met through the development of a Model Counseling Services program with all of the necessary elements of testing, counseling, instruction and placement of students at the post-secondary level in North Dakota schools.

To accomplish these objectives, several specific objectives had to be met. These planning objectives are listed in the body of the report as they relate to the three major or terminal objectives.

C. PROCEDURES FOLLOWED

To develop a model for counseling services at the post-secondary level, it was proposed that a study be undertaken to examine and test several basic components of the counseling programs which have been identified as effective methods in existing programs nation-wide. In tailoring the program to a junior college located in a predominately rural area, the following procedures were followed:

1p.* Establish a career resource materials center to serve all students.

2p. Establish a counseling and testing center for evaluating vocational skills and abilities.

3p. Implement a Life Career Development System course of study in which the students enroll to develop career decision making skills.

4p. Conduct in-service activities for instructors to assist them in interpreting test results as a method to improve the advisor/advisee concept.

5p. Conduct in-service activities for instructors and staff to inform them of the multitude of resource materials and tests available to them and their students.

6p. Coordinate services of the Employment Security Bureau personnel and the project counselor with regard to the role of each in assisting the student develop job-seeking skills and employment opportunities.

7p. To visit other programs in existence in an attempt to determine what facets of a successful program can be easily implemented in North Dakota schools.

8p. Obtain a consensus of the other post-secondary institutions in North Dakota on what can be realistically implemented as a model program.

9p. Establish an effective advisor/advisee program with no one instructor advising more than ten students.

10p. Provide a two day orientation program for freshman students at the beginning of each semester.

11p. Develop a course profile for each student selected for the study.

12p. Develop a student profile of all skill, aptitude and other tests administered by the counselor and obtain results from previous tests when applicable.

13p. Select one hundred students to participate in the study to be comprised of approximately the following breakdown.

a. Fifty freshman
b. Fifty sophomores
c. Twenty early enrollees
d. Twenty late enrollees
e. Ten special need students
f. Thirty females
g. Ten non-white

14p. Conduct a study to determine what the reasons are for students enrolling in specific programs as an attempt to determine more effective counseling procedures for career choice.

15p. Establish a system for accepting late enrollments to post-secondary programs and to provide modified instructional procedures for early termination of course work in an attempt to provide the rural area student opportunities to obtain a post-secondary education without greatly affecting his seasonal schedule.

16p. Develop a comprehensive placement program for students which will utilize the Employment Security Bureau resources and community employment opportunities as a referral system.

17p. Develop an outreach program to bring career awareness opportunities to twenty communities in an attempt to provide all residents including adults with information relating to career opportunities available to them through post-secondary programs. This activity will assess what impact several methods of providing this information has on the communities and select the most effective methods as those to be included in the model to be proposed in this study.

18p. Explore the possibilities of implementing a Cooperative Education program in the surrounding communities for students enrolled in existing courses at the post-secondary institutions.

19p. Provide services of counseling and instruction for special need students from the rural area in an attempt to evaluate the ability of those students in order to provide the specific educational programs for students with special needs.

20p. Explore the possibility of establishing a program of community services for the residents of the surrounding rural area which will provide some upgrading programs and similar adult education opportunities for the residents which currently are not provided by post-secondary programs. These services may be offered through the business community, civic organizations, or parent and service clubs and may be provided in the community rather than at the institution.

21p. Develop a system whereby every student enrolled in the post-secondary institution has the opportunity to obtain his General Equivalency Diploma (GED) and those students who lack a basic skills competency be provided remedial opportunities to upgrade these competencies.

22p. Conduct a follow-up survey of students who have graduated from Vocational Education programs in an attempt to determine the strengths and weaknesses of the existing programs. Information gathered through the survey will be analyzed to determine how effective the programs are in terms of providing skills necessary for on-the-job success. The survey data will be obtained from both employers and graduates to determine how the industry views the education process as well as how the product views the process.

23p. Conduct a follow-up of non-completors or dropouts from the vocational programs to determine what services would have prevented the student from dropping out if they had been available to him. Student interest and career choice will be determined and compared to program offering and services provided in an attempt to determine if a student drops out because of ability, lack of interest, or lack of instructional opportunities and related services.

* p stands for procedure.

D. RESULTS AND ACCOMPLISHMENTS

The results of this study will be provided in the form of a comprehensive Model for Articulated Counseling Services for Post-Secondary Vocational Education institutions as well as in the body of this report.

E. EVALUATION

The evaluation of the study was an on-going process by the students involved in the design. The instruments administered throughout the process were developed by the counselor/coordinator and staff, and reviewed by the post-secondary institution instructional and administrative staff who served in an advisory capacity for the project counselor/coordinator.

Successful completion of the program is evidenced by the formulation of a Model for Articulated Counseling Services which will provide North Dakota post-secondary Vocational Education programs with a vehicle which offers an improved counseling system and reduced dropout rate. It further provides the method for improving community services for rural areas and provides opportunities for rural area students to enroll in vocational programs which meet their needs. It provides special need students with services for determining occupational choice, and outlines a plan for providing comprehensive counseling services to all students which includes complete testing and evaluatory tools. Specific evaluation findings can be found in the body of this final report.

(Proposal Evaluation Chart found in Appendix K)

F. CONCLUSIONS AND RECOMMENDATIONS

The Guidance program is designed to help students personalize the meaning of their vocational experiences at the post-secondary level. It also provides some directed assistance for students at key decision-making times during their educations. The counselor is a resource consultant for both students and instructors. He assists instructors in implementing career-oriented experiences in their program offerings. The counselor should advise the instructors on how to assist the students in interpreting the educational experience in terms of meaningful outcomes to successful employability and life patterns.

A complete Guidance program should include some basic elements: (1) resource materials center, (2) testing materials and facilities, (3) a program of meaningful career planning instruction, and (4) a system of placement and follow-up. The program should provide experiences and opportunities for decision-making processes and skill in synthesizing self-appraisal data and career information into a meaningful concept of personal capabilities, values and goals.

II. BODY OF THE REPORT

A. STATEMENT OF THE PROBLEM

The selected priority area to be studied is Post-Secondary Vocational Education. It was chosen because of an identified weakness in the post-secondary programs at this time in the area of student counseling services and also an increased concern over dropout statistics. In 1974-75, the dropout rate was 14%; in 1975-76 it rose to 16%; and in 1976-77 the rate dropped to 12% during this project. A related element to be studied under this project was individualized or modularized instructional techniques as an effective learning opportunity in occupational courses as an aid in reducing dropout numbers. The number of rural area students enrolled in North Dakota Post-Secondary programs also creates a concern over appropriate student services and programs to reduce the number of non-completions and dropouts in this segment of our student population.

Post-Secondary Vocational Education programs in North Dakota have been offered for many years. Each year some element of the job market creates a need for change in the program offerings, but these changes have been slow to come in most programs. This is due, in part, to the lack of direct contact between industry and the institutions. Also, the students' lack of awareness to occupational needs and the extent of program content led to a situation in which the student just accepted what was offered without considering the total value of the program to his needs, interests and desires.

We did not have a comprehensive counseling and testing program at the post-secondary level to provide necessary student services. A fully comprehensive counseling program at all post-secondary institutions would assist in remedying the major problems encountered by the student and potential graduate.

The prevalent problem in the post-secondary programs in North Dakota is the lack of comprehensive counseling services for vocational students. Coupled with this deficiency is a poorly coordinated instructional program where the student choice is determined by a descriptive outline of occupational courses. There is no attempt, for the most part, to determine student ability to handle the content of a program. This problem results in a higher dropout or non-completion rate at the institutions than would otherwise exist if some counseling had been provided.

An additional component of the problem to be studied is the development of a system to provide open entry and open exit opportunities for predominately rural area students in light of the harvest season not being consistent with the educational calendar. To accomplish this task it was proposed that modularization of instructional programs be studied. A problem inherent to modularization or individualized instruction is the capability of students to handle this structure of learning which may be completely foreign to them. Again, the counselor would play an important role in providing instructors and staff with key data which would prove beneficial to placing students in appropriate learning situations, be it traditional or modular.

B. GOALS AND OBJECTIVES

The terminal objectives of this project are:

1. To reduce the dropout rate of post-secondary students in Vocational Education programs.

2. To better serve rural area post-secondary students.

3. To determine the impact of post-secondary Vocational Education programs.

It is felt that these objectives will be met through the development of a Model Counseling Services program which will articulate all of the necessary elements of testing, counseling, instruction and placement of students at the post-secondary level in North Dakota schools.

To accomplish these objectives, several specific objectives must be met. The specific objectives or planning objectives are listed below as they relate to the three major or terminal objectives.

Specific Objectives

1.1 Fifty sophomore students and fifty freshman students randomly selected from a population of students enrolled in post-secondary Vocational Education programs at Lake Region Junior College will demonstrate the effectiveness of a Model for Articulated Counseling Services by responding to a staff administered attitudinal instrument on which the program components will be assessed in terms of amount of value each had to the progress of each student in relation to his course of study.

1.2 To demonstrate the effectiveness of a counseling center which includes a testing program, a resource collection and a course of career decision-making skills in reducing the number of non-completions or dropouts from Vocational Education programs.

1.3 A minimum of fifty percent of the sophomore students enrolled in Vocational Education programs and seventy-five percent of the freshman students enrolled in Vocational Education programs will demonstrate the effectiveness of an Advisor/Advisee program by conducting six advisor visitations per student during two semesters of project study. Success will be demonstrated by a student evaluation of advisory visitations utilizing an instrument developed by the project director on which students indicate experiences and assistance received during visits.

1.4 Forty students who have been identified as dropouts or non-completors from the Lake Region Junior College Vocational Education program within the past three years will be surveyed to identify major weaknesses of the program offering which led to their leaving, by responding to a staff-administered survey questionnaire developed by the project coordinator.

2.1 A total of twenty communities in the rural area adjacent to Lake Region Junior College will indicate by a response to a visit technique that they have participated in a community outreach program as a component of the counseling package developed at LRJC.

2.2 Twenty students who were late enrollees to Vocational Education programs at Lake Region Junior College and who are represented in the one-hundred subjects in the study will assess the value of the counseling services program being studied in relation to the effect of the program to the success they achieved during the two semesters they were enrolled. The success of the study of the twenty late enrollees will be determined by the value of assistance provided them relative to the special problems they encountered which led to their late enrolment as evidenced by the response of the subjects on an attitudinal survey form provided by the project staff. These results will be compared to the results obtained from twenty students identified as early enrollees to assess what services should be offered to each group of students.

2.3 Ten students identified as special need students, due to a handicap or other disadvantage, will demonstrate the effectiveness of the counseling services program in identifying needs of this group of students as evidenced by responding to a survey questionnaire which evaluates the components of the program which were offered to them during the two-semester time period. Success will be determined by a seventy-five percent favorable response to each item of the questionnaire or component of the program.

3.1 Sixty students who graduated from Vocational programs at Lake Region Junior College during the past three years will demonstrate the impact of the Vocational program at the post-secondary level or industry by responding to a questionnaire developed by the project staff which will identify major strengths and weaknesses of existing Vocational Education programs. Success will be demonstrated by a seventy-five percent response to the questionnaire by the graduates contacted and by the relationship of their response to the proposed design of the study.

C. PROJECT DESIGN AND PROCEDURES

Throughout the length of this project it was our intent to better serve rural area students in Vocational programs. We also sought to assess the importance of existing Vocational Education programs in North Dakota industry and manpower, and to reduce the dropout and non-completion rates in Vocational Education programs.

The procedures followed in this program are fairly typical of basic components found in other counseling programs in the country. However, even though these other programs promote the philosophy of effective counseling, they have not been adaptable to our rural population and geographical location. So while it is felt that these components are essential to any counseling program, the actual implementation must be tailored to the state of North Dakota.

Therefore, the following procedures were conducted to determine the most effective method of establishing a post-secondary counseling services program for North Dakota.

1. Fstablish a career resource materials center to serve all students.

   - The center was located in a section of the library, which is a central point at Lake Region Junior College.

   - All career resource materials from the entire school were kept in the library area. One of the problems we attempted to alleviate was that many institutions, including LRJC, find that almost everyone in every area of the school has a little career information, leaving the student the problem of trying to figure out where to go for that information.

   - Periodical announcements appeared in the school paper describing these facilities and announcing new career materials.

(A list of materials found to be the most successful is included in Appendix A)

2. Establish a counseling and testing center.

   - Testing materials were evaluated before school started and throughout the first semester.

   - Both group and individual tests were administered; however, only individualized interpretation took place which allowed the counselor to relate results to an individual on a more personalized basis.

   - In-service activities were held with instructors on an individual basis to inform them of the various tests and their usefulness to the students.

   - The vocational staff took part in a class in Vocational Guidance put on by the State Board for Vocational Education. A review of various testing instruments was included in this class.

(A list of tests and their uses is included in Appendix B)

3. Implement a Life Development course of study.

   - Students had the opportunity to study on an individual basis with regularly scheduled meetings with the counselor.

   - An organized class was held three days a week for 18 weeks.

(Course outlines and evaluation forms are included in Appendix C)

4. Coordinate services of the North Dakota Job Service and the counselor with regard to the role of each in assisting the student in developing job-seeking skills and employment.

   - Betty Enno, a Job Service representative in charge of youth placement, was on campus three mornings a week for the duration of the school year.

   - Mrs. Enno served three functions:

     A. Assisting students in job-seeking skills.

     B. Helping students find part-time employment while attending Lake Region Junior College.

     C. Assisting students in finding full-time employment upon graduation from their various programs. (The exact format used and placement statistics may be found under Results and Evaluation of this report.)

   Placement Process:

   1. Surveys are sent to North Dakota companies with the intention of previewing the employment outlook for the upcoming two - three years.

   2. All students are surveyed through a response questionnaire administered by the instructors to be returned to the placement office so that they are aware of the students' needs in regard to job placement.

   3. Students that want assistance in job placement (responding 'yes' on the student survey form) are called in and go through an interview with the placement office and guidance counselor, working on such areas as job development and resumes'.

   4. Companies that responded to the sruvey form indicating they had interest in hiring students are sent course descriptions and student resumes'. If there is interest, students are then contacted and interviews are set up.

   5. A one-year follow-up is sent to all employers of Lake Region Junior College completors and non-completors. This follow-up is designed to give retention rates with regard to various programs as requested by Vocational Education.

   6. Services are also available to students interested in obtaining part-time work during the school year.

   7. All vocational department staff are involved in assisting students in job placement. This is done through the use of advisory committees, telephone contacts, personal contacts, past job placement records and business and industrial contacts.

(All placement questionnaires may be found in Appendix D)

5. Visit other programs in existance and also other institutions around the state to obtain a more realistic concept of what components may be implemented in an effective post-secondary counseling program.

   - The counselor traveled to two other community colleges in the state and discussed the program at Lake Region Junior College and possible activities at their respective institutions.

   - The counselor traveled to Dallas for the A.P.G.A. Convention. While there he attended seminars by other counselors attempting to implement similar programs.

   - The counselor had an opportunity to visit North Central Institute in Wausau, Wisconsin and observe their counseling services.

6. Establish an effective Advisor/Advisee program.

   - At the beginning of each semester instructors were assigned no more than 15 students to advise throughout the year.

   - Each instructor posted the times he or she could meet with their advisees on their doors. These time schedules were strictly adhered to so that each student knew when and where to find their advisors.

   - Continuous and on-going consultations were held with the instructors and the counselor as to the advising process along with other areas of concern.

(Program description located in Appendix E)

7. Provide a two-day orientation program for freshman students at the beginning of each semester.

   - As a result of the preliminary orientation this year, a more formalized orientation program is in the process of being developed this summer.

8. Develop a profile for each student selected for this study. This profile included course of study, skill, aptitude and other tests administered by the counselor. When applicable, results were obtained from previous tests.

   - Each student selected for the study met with the counselor at least twice. In many cases there were more than two meetings. During the initial contact, the format was predetermined:

     1. Overview of the counseling program.

     2. Investigate the student's reasons for attending a two-year institution as opposed to a four-year school or no school.

     3. Explore some of the student's short and long-term goals.

     4. Course evaluation

     5. Student life in general

- The second contact was not so formalized. The intent was to see how the student's year was progressing.

9. Select one hundred students to participate in the study to be comprised of approximately the following:

   a. Fifty freshmen
   b. Fifty sophomores
   c. Twenty early enrollees
   d. Twenty late enrollees
   e. Ten special need students
   f. Thirty females
   g. Ten non-white students

   These students were randomly selected at the beginning of the school year. When asked if they minded participating in the study all students were very receptive and all said they would.*

*NOTE: Although most of the data is based on these one hundred students, the counselor's activities for this project were certainly not restricted to them.

10. Conduct a study to determine the reasons why students enroll in specific programs in an attempt to determine more effective counseling procedures for career choice.

    - Much of this information was gathered during the initial interviews the counselor conducted with the one hundred students in the sample population.

    - Information was also gathered from the vocational follow-ups of completors and non-completors.

11. Establish a system for accepting late enrollments to post-secondary programs and for providing modified instructional procedures for early termination of course work. This is an attempt to provide the rural area student an opportunity to obtain a post-secondary education without greatly affecting his seasonal schedule.

    - The accepting of late enrollees was tried on a limited basis only. The Agriculture and Welding programs both set up schedules allowing students to enroll up to nine weeks after the traditional enrollment period.

    - The early termination system has been in effect at Lake Region Junior College for three years and appears to function extremely well. The response from employers and students is that the early termination program has greatly benefited both parties.

(Program description located in Appendix F)

12. Develop an outreach program that involves:

A. Increasing career awareness opportunities to twenty communities in an attempt to provide all residents, including adults, with information relating to career opportunities available to them through post-secondary programs.

- A booklet describing the opportunities in a community college was developed to be distributed in the northeast corner of the state. The emphasis was on career opportunities available through post-secondary education.

- A "Career Circus" was conducted at a shopping center mall in Devils Lake, where all the programs were displayed. Instructors discussed their respective areas and their functions in society. The shopping mall serves all of northeast North Dakota and the "Career Circus" was held on a Saturday when many people from outlying areas would be in shopping.

- Fifteen outlying school systems allowed their Juniors to take part in a Lake Region Junior College career fair.

- The day was divided into half-hour periods, plus lunch and a relaxation period. The lunch was provided by LRJC. Students were divided into groups and each group attended presentations on all the following programs:

1. Shops
2. Vocational wing
3. Math & Science
4. Social Studies, Economics and Psychology
5. English, Humanities, HPER, Library
6. Business Ed. and Marketing
7. Counseling

Students evaluated the day and their response was very favorable.

B. Implementing a cooperative education program in the surrounding communities for students currently enrolled. Seventy-five students participated in the program.

(A description of the cooperative education program which includes policies and procedures is included in Appendix F)

C. Exploring the possibility of upgrading and expanding the current Adult Education program.

- Approximately two thousand surveys were mailed to people in surrounding communities.

- The results are still coming in at this time.

-(The major findings of this survey will be discussed in the section on Results and Evaluation.)

(A survey form is included in Appendix G)

13. Provide services of counseling and instruction for special need students from the rural area in an attempt to evaluate their needs. These needs would then be considered in providing the specific educational programs for students with special needs.

- Five freshman and five sophomore special need students were included in the sample population. Their responses will be included in the Evaluation section of this report.

- Emphasis on special need students has and will continue to be of major concern to this institution. The structure of the building was specifically designed free of architectural barriers with handicapped people in mind.

- For the past four years, Lake Region Junior College and Vocational Rehabilitation have worked together to provide:

  A. A Vocational Rehabilitation Counselor

  B. Twenty-four hour service to our handicapped population.

14. Develop a system whereby every student enrolled in the post-secondary institution has the opportunity to obtain his or her General Equivalency Diploma (GED) and those students who lack a basic skills competency have the opportunity to upgrade these basic skills.

- Lake Region Junior College has a basic skills center located next to the counselor's office. The counselor and the basic skills speicalist have worked extremely close in their attempt to expose non-diploma students to the Learning Center and the GED program.

- Both the Learning Specialist and the counselor have held numerous meetings with LRJC staff and students in an attempt to expose more people to the services both can provide.

15. Conduct follow-up surveys of 60 completors and 60 non-completors in an attempt to identify strengths and weaknesses in various programs and the overall institution.

- On December 13, 1976, an institutional evaluation was run. This instrument was a commercial survey printed by the Educational Testing Service, Princeton, N.J. A compilation of the survey results may be found in the Evaluation and Results section of this report. This survey was run in order that we could receive the opinions of our present students as well as our former students.

- This survey looked at such areas as:

  1. Instruction and classroom experience
  2. Counseling and advising
  3. Student activities
  4. Studying
  5. Faculty contact
  6. Student goals and planning

- Surveys were also sent to 60 completors and 60 non-completors.

D. RESULTS AND EVALUATION

The evaluation of the study was a continuous, on-going process by the students involved in the design. The instruments administered were developed by the counselor/coordinator and staff. These were reviewed by the post-secondary institution, instructional and administrative staff who served in an advisory capacity for the project counselor/coordinator.

The random sample of students who participated in the study were classified in the following manner:

1. Early student enrollees - those students who turned in all entrance materials by July 1.

2. Late student enrollees - those students who applied for admission after July 1.

3. Special need students - those students who are educationally, physically or socially handicapped.

4. Female students

5. Non-white students - primarily Sioux and Chippewa Indians

6. Unclassified students - those randomly selected students not belonging to any of the above classifications.

(Student questionnaire found in Appendix J)

The "Results and Evaluation" portion of this report is based on the procedures performed to meet the project's goals and objectives. The information is presented as an overview of each procedure, followed by a summary statement of results, tables (where appropriate) and evaluation comments.

1. Establish a career resource material center to serve all students.

   - The sample population was surveyed concerning three main questions:

     A. Are you aware that the library contains a large amount of Career Information?

     B. Have you ever used this Career Information?

     C. If yes, were you satisfied?

   - The results were as follows:

TABLE I

Freshmen = F (N = 47) Sophomore = S (N = 42)

	% Aware of Resource Center	% Using Career Resource Center	% Satisfied with Resource Materials
Early Enrollee	F = 100% S = 85.7%	F = 37% S = 42.86%	F = 100% S = 66.67%
Late Enrollee	F = 100% S = 70%	F = 20% S = 50%	F = 100% S = 80%
Special Needs	F = 100% S = 100%	F = 0% S = 66.6%	F = --- S = 100%
Females	F = 90.7% S = 66.67%	F = 50% S = 18.18%	F = 100% S = 100%
Non-Whites	F = 66.3% S = 75%	F = 0% S = 0%	F = -- S = --
Unclassified	F = 40% S = 100%	F = 20% S = 40%	F = 100% S = 50%
TOTAL	F = 88% S = 80%	F = 31% S = 35%	F = 100% S = 78%

As Table I shows, 88% of the freshmen and 80% of the sophomores were aware that a Career Resource Center was located in a section of the library. Of the 31% of the freshmen surveyed who use the Resource Center, 100% were satisfied with the resource materials. Of the 35% of the sophomores who used the resource materials, 78% were satisfied.

The table also shows data for the various student classifications.

It is interesting to note that there is little differentiation between early enrollees and late enrollees. The non-white population had virtually no use of the Resource Center. Although the reasons for this are not known at this time, this phenomenon will be investigated more thoroughly in the next school year. Using the predetermined 75% level set forth in the proposal, the Resource Center can be considered successful in both awareness and satisfaction.

2. Establish a counseling and testing center.

- The student sample population was surveyed on the following questions:

  A. Are you aware that the counseling center provides various testing services for student use?

  B. Have you ever used any vocational test such as interest, attitudinal, or aptitude tests?

  C. Were you satisfied?

TABLE II

Freshmen = F (N = 47) Sophomore = S (N = 42)

	% Aware of Testing Program	% Who have used Test Center	% Who Were Satisfied
Early Enrollee	F = 75% S = 42.8%	F = 37.5% S = 28%	F = 100% S = 66.6%
Late Enrollee	F = 50% S = 70%	F = 30% S = 30%	F = 66.7% S = 100%
Special Needs	F = 100% S = 100%	F = 66.7% S = 100%	F = 100% S = 66%
Females	F = 83.3% S = 90.9%	F = 16.67% S = 63.6%	F = 100% S = 66.6%
Non-Whites	F = 100% S = 100%	F = 100% S = 25%	F = 100% S = 100%
Unclassified	F = 100% S = 80%	F = 40% S = 60%	F = 100% S = 100%
TOTAL	F = 76% S = 79%	F = 35% S = 45%	F = 93% S = 77%

Table II shows that 76% of the freshmen sample population were aware that the counseling center provides various testing services, and 79% of the surveyed sophomores were aware of these services. 35% of the sample freshmen used the service and of those, 93% were satisfied. 45% of the sophomores used the testing services and of those, 77% were satisfied.

The counseling and testing program was determined to be successful in both areas of awareness and satisfaction, based on the predetermined 75% level set forth in the proposal. It was felt that the percentage of students using the testing program was good considering that this was its first year in operation. In following years its usage will be greatly increased because all freshmen will be tested before registration takes place, thereby providing us with a better understanding of the students' present aptitude levels.

It was felt that because most instructors attended the inservice programs and Vocational Guidance class that their knowledge of the counseling and testing center was excellent. Many students were referred to the counselor by various instructors. All instructors were concerned with the testing and expressed interest in their students taking the various evaluations.

3. Implement a Life Development course of study.

(A course syllabus and evaluation forms are located in Appendix C)

- The Life Development course was evaluated both in terms of class enrollment and student evaluation.

1. Class Enrollment

- 1st semester (August 28 - December 22)
  30 enrollees - no dropouts

- 2nd semester (January 11 - May 16)
  27 enrollees - 4 dropouts

- During the second semester, two of the students had to drop the course for medical reasons. The two others dropped because the class was held at 8:00 a.m. and they felt that to be too early.

2. Students evaluated the Life Development course at least once each semester. The following list contains some of their comments.

   a. "Class held too early in the morning."
   b. "Not enough time and should be held five days a week instead of three days."
   c. "Class is very enjoyable - glad I took it."
   d. "Need more time allowed for class discussion."
   e. "Need more guest speakers."

- It was felt from the student responses and the number of enrollees that the Life Development class was successful and will definitely be run again in the future.

4. Coordinate services of the North Dakota Job Service and the counselor with regard to the role of each in assisting the student in developing job-seeking skills and employment.

- Sample population was surveyed about the following:

A. Are you aware of the placement services LRJC provides?

B. Have you ever needed to use that service?

C. If yes, were you satisfied?

TABLE III

Freshmen = F (N = 47) Sophomore = S (N = 42)

	% Aware of Placement Service	% Using Placement Service	% Who are Satisfied
Early Enrollee	F = 100% S = 42.8%	F = 12.5% S = 28%	F = 100% S = 66.6%
Late Enrollee	F = 80% S = 70%	F = 50% S = 30%	F = 100% S = 100%
Special Needs	F = 0% S = 0%	F = 0% S = 0%	F = -- S = --
Females	F = 58.33% S = 72.7%	F = 16.67% S = 27.27%	F = 100% S = 66.7%
Non-Whites	F = 0% S = 100%	F = 0% S = 0%	F = -- S = --
Unclassified	F = 60% S = 100%	F = 60% S = 40%	F = 100% S = 100%
TOTAL	F = 64% S = 74%	F = 27% S = 23%	F = 100% S = 89%

Table III shows that 64% of the total freshmen sample population was aware of the placement services provided at Lake Region Junior College and 74% of the sophomore sample population were aware of it. Of the 27% of the freshmen who used it, 100% were satisfied and of the 23% of the sophomores who used the placement service, 89% were satisfied.

Of the students participating in the study, the sophomores were the most informed, although their use of the placement service was less than that of the freshmen. The reason for this is not clear at this time.

The cooperation between the Job Service of North Dakota and Lake Region Junior College is relatively new and it was one of the program components that got a rather slow start. It was felt that this contributed greatly to the low percent of students being aware of this program.

It should be noted that the Job Service representative worked with many students other than those participating in the above study. Below is a numerical synopsis of the total applicants and placement.

148 - total applicants
40 - permanent part-time placements
57 - short-term placements (spot job)
32 - graduates placed through the Job Service

Students still finding employment on their own or through their instructors is approximately 200. It is felt that as the placement office becomes more efficient and permanent, an increasingly large number of students will be utilizing the service.*

* The placement process is located under the Procedures section of this report.

5. Visit other programs in existance and also other institutions around the state to obtain a more realistic concept of what components may be implemented in an effective post-secondary counseling program.

   - The visitations to the other community colleges in the state served two major functions:

     1. To inform other schools in the state about the upcoming Model for Post-Secondary Guidance Programs.

     2. To allow them to provide input as to priority areas and suggestions as to implementation.

   Because the visitations took place late in the year, the actual suggestions for implementation will be more fully incorporated in the demonstration period of this model. (July 1, 1977 - June 30, 1978)

6. Establish an effective Advisor/Advisee program.

   - Table four describes the results obtained in a survey conducted to find out students' feelings about the Advisor/Advisee program:

TABLE IV

Freshmen = F (N = 127) Sophomore = S (N = 84)

Met with their advisor:

Once or twice	F = 53.5%	S = 27.4%
Three or four	F = 18.1%	S = 14.3%
Five or more	F = 28.4%	S = 58.8%

Did they feel these meetings were beneficial?

Yes	F = 88.2%	S = 92.9%
No	F = 11.8%	S = 5.95%

Type of assistance received?

Academic	F = 64.6%	S = 69.1%
Career Planning	F = 47.2%	S = 41.7%
Personal	F = 30.7%	S = 40.5%

For this program, it was recommended that students meet at least six times with their advisors during the school year. Of the freshman students surveyed, only 28.4% met with their advisors five or more times. An effort will be made to increase participation in this program during the project's

demonstration year (1977-78). Although the percentage of freshman students meeting with their advisors was low, 88% felt that these meetings were beneficial to them, which may indicate potential success for the coming school year.

The sophomore students surveyed made more use of the Advisor/Advisee program. 58% met with their advisors five or more times during the semester, and 92.9% felt that these meetings were beneficial. It is felt that the program was very successful for the sophomore population involved.

Most students received academic assistance from their advisors (64.6% of freshmen and 69.1% of sophomores), which is to be expected. A lower percentage of students received career planning or personal assistance from their advisors. This is probably due to the fact that the counseling department provides services in these areas.

The program is felt to be successful, especially for sophomore students, in that many students took advantage of their advisors' availability and a great majority felt that the meetings were beneficial. Again, it is expected that freshmen participation will increase during the demonstration period of the 1977-78 school year, in part because of the new emphasis on the Advisor/Advisee process during orientation.

(A description of the Advisor program as described for students may be found in Appendix E)

7. Provide a two-day orientation program for freshman students at the beginning of each semester.

   In the past, the orientation process at Lake Region Junior College has been less than adequate. Although neither students or staff members at LRJC have been satisfied, very little was ever done to improve the situation.

   The counselor attempted to revise the orientation program for the first semester, but very little action resulted because of the program's low priority with staff members. Although there was basically no change in the former orientation program during the last school year (1976-77), a committee has been organized consisting of instructors, administrators and students to develop and institute a 2½ to 3-day orientation for freshmen and sophomores. This program will go into effect during the 1977-78 school year. Main areas of concern are:

   1. Freshmen Registration
   2. Sophomore Registration
   3. Initial Advisor Contact
   4. Staff-Student Activities
   5. Pre-testing and Interpretation

8. Develop a profile for each student selected for this study. This profile included course of study, skill, aptitude and other tests administered by the counselor. When applicable, results were obtained from previous tests.

   Profile sheets were compiled for each of the 100 students in the study. All students previewed the material to be included in their profiles and all expressed satisfaction with this procedure.

Some of the information found in these profiles is:

A. Interview record sheet
B. Two to four year educational plan
C. If involved in Cooperative Education, a record of their work experience was kept.
D. If they had taken any exams a duplicate copy was retained.
E. Any examination scores taken before attending Lake Region Junior College were also included.
F. Schedule of current semester, including all courses added or dropped.

9. Select one hundred students to participate in the study to be comprised of approximately the following:

a. Fifty freshmen
b. Fifty sophomores
c. Twenty early enrollees
d. Twenty late enrollees
e. Ten special need students
f. Thirty females
g. Ten non-white students

These students were randomly selected at the beginning of the school year. The results of the above random sample may be found throughout the evaluation section of this report.

10. Conduct a study to determine the reasons why students enroll in specific programs in an attempt to determine more effective counseling procedures for career choice.

- In the follow-up done on one and three year graduates, reasons for their enrolling in various programs were mentioned.

(Survey forms may be found in Appendix H)

- 36.8% said that they enrolled in various programs because they were interested in the subject matter. This points to the need for students to have an opportunity to be exposed to a variety of experiences in high school to learn what areas they're interested in. This also relates to the 15.8% who responded that they thought their greatest talents were in their programs, and to the 5.3% who said it seemed like something they could learn easily. Students need exposure to a variety of areas before they can choose a specific educational program. High schools and community colleges must offer a variety of opportunities for students to explore different areas before crystalizing their vocational programs. This fact is reinforced by the response of 23.1% of non-completors that said they left school because subjects were not interesting to them. Perhaps if they had been able to explore more areas earlier, they would have developed more realistic vocational interests.

26.3% responded that they chose their educational programs because they believed they could find employment when they graduated, and 10.5% said they tought it would lead to a well-paying job. These responses illustrate the need for schools to keep up with industrial trends and employment needs.

When asked why they decided to enter this institution, 22.2% of the respondents responded that it was close to where they were living and 16.7% said it was recommended to them by friends. This seems to indicate that educational institutions must be responsive to their surrounding communities. 38.9% said they chose this institution because it offered the kind of education they wanted. This illustrates that schools must have the flexibility to meet the varying student needs.

56% of the students said they decided to enter this institution because its costs are low enough so they could afford to go, showing the continuing necessity for schools to attempt to keep costs as low as possible.

11. Establish a system for accepting late enrollments to post-secondary programs and for providing modified instructional procedures for early termination of course work. This is an attempt to provide the rural area student an opportunity to obtain a post-secondary education without greatly affecting his seasonal schedule.

- Late enrollment is an aspect of education that Lake Region Junior College has initiated at least in part for many years. Lake Region Junior College has for at least two years allowed students to enroll later than the typical registration period. They have worked with late enrollment in primarily two areas

  - Welding has traditionally been a one year program. The entrance date being in August only, although because of the demand for the program and the employment trends, LRJC has added a more condensed welding program. So now a student has a choice of entrance dates.

	BEGIN	FINISH	
A.	August	May	- Full school year
B.	October 18	March 2	- 24 weeks
C.	January 11	May 1	- 24 weeks

Options B and C are designed for the student who:

1. Cannot enroll during the August registration date.
2. Wants only the basics in welding.
3. Wants to enter the work force early.

- Agriculture is another program that allows students to enter the program at times other than the traditional registration date.

The agriculture program is set up on nine week blocks which allows entrance at four separate times of the year.

Both programs have been extremely successful as evidenced by continued enrollment in the programs.

- The early out program has also been functioning at Lake Region Junior College for numerous years.

  Any student who is in the final stage of his program may leave that program six weeks early if he meets the following requirements.

  1. Have received authorization from each of his instructors.
  2. Have obtained employment in his vocational area and have it in writing from his future employer.

(A more detailed description may be found in Appendix F)

This program has been functioning extremely well for the last four years and was not specifically evaluated this year other than through general observations which have been of the most positive nature.

12. Develop an outreach program for outlying communities.

- The outreach program involved:

  1. Increasing career awareness to outlying communities in an attempt to provide all residents, including adults, with information relating to career opportunities available to them through post-secondary programs

     A booklet describing the opportunities available in a community college was developed and published to be distributed throughout the northeast corner of the state to acquaint people in outlying areas with career opportunities available in community colleges.

     A "Career Circus" was conducted at a shopping center mall in Devils Lake, where all the programs were displayed and instructors discussed their respective areas. Because the shopping mall serves all of northeast North Dakota and the "Career Circus" was held on a Saturday, many people from outlying communities were exposed to this activity.

     A "Career Fair" day was held at Lake Region Junior College for juniors from 15 outlying high schools. Various programs were presented to the students and they were asked to evaluate the day's activities. Their responses were most favorable, and the students were very impressed with the programs.

  2. A Cooperative Education program was implemented in the surrounding communities for students currently enrolled. Seventy-five students participated in the program. Unfortunately, most students worked in the Devils Lake and Fort Totten area.

     Lake Region Junior College has received a grant in a hope that student placements may be expanded and increased.

  3. Explore the possibility of upgrading and expanding the current Adult Education program.

A survey was conducted asking approximately 2000 people in the surrounding area their feelings on the adult education program and for suggestions for improving it. The results are still coming in, but two major conclusions have been reached:

1. More adult education courses should be offered in outlying communities.

2. More use should be made of resource people in the surrounding area who have expertise in specific adult education subjects.

(A survey form is included in Appendix G)

13. Provide services of counseling and instruction for special need students from the rural area in an attempt to evaluate their needs.

- Five freshman and five sophomore special need students were included in our sample population. Table V under the evaluation of procedure number 14 includes the data on the special need students' responses. The table shows that they had high awareness of the basic skills center; 100% of the freshmen and 66.6% of the sophomores used the center. Satisfaction with the service was high; 66.6% of the freshmen and 100% of the sophomores were satisfied.

Emphasis on special need students will continue to be a high priority concern for Lake Region Junior College. Lake Region Junior College and Vocational Rehabilitation will continue to provide for their needs by providing a Vocational Rehabilitation Counselor and full service to our handicapped population.

14. Develop a system whereby every student enrolled in the post-secondary institution has the opportunity to obtain his or her General Equivalency Diploma (GED), and those students who lack a basic skills competency have the opportunity to upgrade these basic skills.

There were forty vocational students enrolled this year who did not have high school diplomas and twenty two of them received their GED's before the year ended. Many others are still working towards obtaining theirs. A large number of students make use of the basic skills center to upgrade their basic skills. This fact is reinforced by data received from the study group on the basic skills center. This material is contained in Table V.

TABLE V

Freshmen = F (N = 47) Sophomore = S (N = 42)

	% Aware of Services Provided By Basic Skills Center	% Using Basic Skills Center	% Satisfied
Early Enrollee	F = 62.5% S = 42.9%	F = 12.5% S = 0%	F = 100% S = --
Late Enrollee	F = 70% S = 60%	F = 30% S = 20%	F = 100% S = 100%
Special Needs	F = 100% S = 66.6%	F = 100% S = 66.6%	F = 66.7% S = 100%
Females	F = 75% S = 45.45%	F = 16.67% S = 18.18%	F = 100% S = 50%
Non-Whites	F = 100% S = 50%	F = 100% S = 75%	F = 66.7% S = 0%
Unclassified	F = 40% S = 0%	F = 20% S = 0%	F = 100% S = --
TOTAL	F = 70% S = 45%	F = 32% S = 17%	F = 83% S = 71%

Table V shows that 70% of the freshmen and 45% of the sophomores were aware of the services provided by the basic skills center. Of the 32% of the freshmen who used the basic skills center, 83% were satisfied with it and of the 17% of sophomores who used the center, 71% were satisfied. The statistics for other sub-classifications are also contained on the Table.

It appears that much more emphasis needs to be placed on exposing the basic skills center to our student population since this Table indicates that we did not meet the 75% level predetermined for the proposal.

15. Conduct follow-up surveys of 60 completors and 60 non-completors in an an attempt to identify strengths and weaknesses in various programs and the overall institution.

(A sample of the survey used is included in Appendix H)

The major findings of this survey are that the students find the programs and services offered at Lake Region Junior College to be of high quality.

The results obtained in the survey of both completors and non-completors (Appendix H) show that the 75% level was achieved for each area.

It should also be noted that the commercial survey which was run December 13 indicated that one of the major weaknesses of this institution appears to be limited social activities provided for the student population. Again this will be of major concern during the upcoming school year.

(Compilation of survey results located in Appendix I)

E. CONCLUSIONS AND RECOMMENDATIONS

There are several areas in this project that we feel would benefit from continued emphasis.

1. The resource center must be continually updated in order to give students the most accurate information possible on employment and career opportunities.

2. There must be continued evaluation of student achievement levels to help them make responsible career choice decisions.

3. The Life Development course will also be influential in helping students decide on future endeavors and we recommend its continued offering.

4. We see a need for more work with the non-white and special need student populations to better meet their unique needs.

5. Continued outreach to surrounding communities will show more people the opportunities available at a community college.

6. More emphasis should be placed on the orientation and the Advisor/Advisee programs, so that students can derive the maximum benefit from the time they spend in school.

7. For maximum career-planning opportunities offered for students, it is recommended that further development of the placement services take place and that a special effort be made to receive input from industry by way of personal contacts and employer surveys.

It is felt that through the implementation of this project, the three terminal objectives stated at the outset have been met. The dropout rate for this year (12%) was lower than for the past two years (14% and 16%). It is felt that this is a result of the activities carried on during this project. The dropout rates will continue to be monitored to evaluate the effectiveness of programs in the future.

It is felt that rural area post-secondary students have been better served as a result of this study. Emphasis has been placed on outreach activities, special need students, and early-in, early-out enrollment in an effort to adapt the programs at LRJC to the rural area students' unique needs.

The placement ratios and continued growth of LRJC Vocational Education programs illustrates the great impact of these programs. They are playing a more and more influential role as the employment trends continue to move toward hiring more vocationally trained individuals.

Although we have met the three terminal objectives in this project year, we expect to continue to evaluate and adapt our programs in order to continue to meet the needs of students in future years, since they are the life and blood of all institutions. Next year, 1977-78, will be a demonstration year for this Post-Secondary Counseling program, and we will be utilizing the information we obtained this year.

APPENDICES

APPENDIX A

LIST OF MOST-USED RESOURCE MATERIALS

LIST OF MOST-USED RESOURCE MATERIALS

Occu-File - Mini-brief Occupational Reference	Occupational Awareness P.O. Box 948 Los Alamitos, CA 90720
Career Information Kit	Science Research Assoc. Inc. 259 East Erie St. Chicago, IL 60611
Barron's Profiles of American Colleges Set of three - Regional Editions	Barron's Educ. Series, Inc. Woodbury, N.Y.
Occupational Outlook Handbook 1976-77 Edition	U.S. Dept. of Labor Supt. of Documents 230 S. Dearborne St. 9th Floor Chicago, IL 60604
Career Opportunities Books of various job descriptions	J. G. Ferguson Pub. Co. Chicago, IL
Chronicle Occupational Library (Based on D.O.T.)	Chronicle Guidance Pub., Inc. Moravia, N.Y.
Arco-Rosen Career Guidance Series Set of 35 books on careers	Arco Publishing Co., Inc. 219 Park Ave. S. New York, N.Y. 10003
Directory of Internships, Work Experience Programs, and On-the-Job Training Opportunities - (1st Edition)	Ready Reference Press Thousand Oaks, CA

APPENDIX B

LIST OF TEST MATERIALS FOUND TO BE MOST SUCCESSFUL

LIST OF TEST MATERIALS FOUND TO BE MOST SUCCESSFUL

Interest Inventories:

A. Strong-Campbell Interest Inventory

B. Minnesota Vocational Interest Inventory

Aptitude Test:

A. General Aptitude Test Battery

B. Tests of Adult Basic Education - Level D

Attitudinal Tests:

A. Omnibus Personality Inventory - Form F

B. Minnesota Counseling Inventory

APPENDIX C

LIFE DEVELOPMENT COURSE DESCRIPTION AND EVALUATION

LAKE REGION JUNIOR COLLEGE

DEVILS LAKE, NORTH DAKOTA

COURSE SYLLABUS

Psychology	1976
DEPARTMENT	YEAR PREPARED

Human Relations	127	3
NAME OF COURSE	COURSE NO.	HOURS OF CREDIT

I. CATALOGUE COURSE DESCRIPTION

The development of skills needed for optimum job performance symphasis will be on work habits, communication skills, social skills, family relationships, skills pertinent to our changing world, and discussion of civic participation (group involvement).

II. COURSE OBJECTIVES, PURPOSES AND GOALS

Upon the completion of Psychology 127, the student will:

1. demonstrate knowledge of work habits that will be conducive to job success.
2. demonstrate knowledge of communication skills that pertain to both interpersonal communication and intrapersonal communication
3. demonstrate knowledge of sociability skills for on and off the job.
4. demonstrate knowledge of the changing world and his/her participation in it.

III. PREREQUISITIES

NONE

IV. MINIMUM STUDENT MATERIAL REQUIRED (Anything student has to purchase)

Two (2) books

1. Personal Psychology for Life and Work - $6.95
2. Your Attitude is Showing - $3.55

V. PARALLEL COURSES AT: (List by name and course numbers)

UNIVERSITY OF NORTH DAKOTA	NORTH DAKOTA STATE UNIVERSITY
MINOT STATE	MOORHEAD
MAYVILLE STATE	OTHER (Specify)

VI. COURSE MATERIALS, TEXTBOOKS AND COLLATERAL READINGS

A. Textbooks Personal Psych. for Life and Work Date Adapted 1976

Your Attitude is Showing

B. Collateral Readings and Other Materials

Supplied by the instructor

VII. OUTLINE OF COURSE

1. The changing world and its influences on human development
2. Motivation: Human Needs and Wants
3. Human values, attitudes and habits
4. Self-identity and development of the human personality
5. Maturity and its effect on human interaction
6. Potential effects of health and physical fitness
7. Emotional development
8. Thinking and problem solving
9. Adjusting and defensive behavior
10. Mental Hygiene
11. Family Relationships
12. Social experiences
13. Development of success or failure

VIII. METHOD OF INSTRUCTION AND EVALUATION OF STUDENT PERFORMANCE

A. Class lecture and group interaction
B. Papers on forms of deviant behavior
C. Discussion on current topics
D. Personal biography

Lake Region Junior College

Faculty/Course Evaluation

Teachers, students and administrators at Lake Region Junior College are interested in the students view of their courses and methods of instruction. Please complete the following using the scale:

NA = Not applicable
SA = Strongly agree
A = Agree
D = Disagree
SD = Strongly disagree

I.		NA	SA	A	D	SD
1.	The instructor's objectives for the course have been made clear.	1.				
2.	The instructor uses class time well.	2.				
3.	The instructor is available during posted office hours.	3.				
4.	The instructor is interested and enthusiastic about subject.	4.				
5.	The instructor encourages students to think for themselves.	5.				
6.	The instructor's attitude toward students is positive.	6.				
7.	The instructor's grading system is understandable and fair.	7.				
8.	The level of material is right for the course.	8.				
9.	The textbook is adequate for this course.	9.				
10.	In this class I felt free to ask questions or express opinions.	10.				
11.	The scope of the course was too limited; not enough material has been covered.	11.				
12.	In my opinion, the instructor has accomplished his/her objectives for this course.	12.				

II.

A. Your instructor would like to know if there is something you believe he/she has done especially well.

B. Your instructor would also like to know what specific things you believe might be done to improve this course.

APPENDIX D

PLACEMENT QUESTIONNAIRES

15 Letters sent to Employers who indicated on "Carpenters Survey" that they were hiring within 6 months.

Date:_____

_____

_____

_____

Dear_____:

The Devils Lake Job Service is running a placement office in conjunction with Lake Region Junior College.

You indicated in a recent survey sent to you by Lake Region Junior College that you anticipated hiring some carpenters within the next six months. During May, we will have several students graduating from the Carpentry class and entering the job market. We are enclosing a copy of their course of study. If you feel that you will be able to use any of our graduates, we will be happy to send you resumes and/or arrange for job interviews with them.

We are enclosing a self-addressed envelope for your convenience in replying for more information on our students.

Thank you for your time and I hope that we can work together in fulfilling your employment needs.

Sincerely,

NORTH DAKOTA EMPLOYMENT SECURITY BUREAU
Donald Stokke, Manager

Betty L. Enno
LRJC Placement

Enclosures (2)

Letter sent to various companies throughout State.

Dear Sir:

The Devils Lake Job Service Office is running a placement office in conjunction with Lake Region Junior College.

On April 1st, several students will be graduating from the Welder's class and entering the job market. We are enclosing a copy of their course of study. If you think you would be able to use any of these graduates, we will be happy to send resumes and/or arrange for job interviews.

We are enclosing a self-addressed envelope for your convenience in replying for more information on our graduates.

Thank you for your time and I hope that we can work together in fulfilling your employment needs.

Sincerely,

NORTH DAKOTA EMPLOYMENT SECURITY BUREAU
Donald Stokke, Manager

Betty L. Enno
LRJC Placement

Enclosures (2)

JOB SERVICE NORTH DAKOTA
301 So. College Dr.
Box 861
Devils Lake, North Dakota 58301

Date:_____

ATTENTION: Future Graduate

We would appreciate it very much if you would answer the questions on the survey form below and return this form to your instructor as soon as possible.

If you would like us to assist you in finding full-time jobs after graduation, then it is very important that you stop in and talk with our representative at the "Little House on the Prairie" any Monday or Wednesday morning from 9:00 A.M. to 12:30 P.M. If you cannot reach our representative at the college, stop in at our office any weekday between the hours of 8:00 A.M. and 5:00 P.M.

We hope that with our efforts and yours, we can help you find the job that you are looking for. Thank you.

SURVEY FORM

Name:_____ Course:_____

Soc. Sec. #_____ Graduation Date:_____

Will you be looking for a full-time job after graduation? Yes_____ No_____.

Will you be seeking full-time employment in the vocation that you are now taking here at LRJC? Yes_____ No_____ If not, what type of work will you be looking for? _____.

Are you willing to relocate to other areas within the State of North Dakota? Yes_____ No_____ If yes, indicate where? _____.

Are you willing to relocate to areas out-of-state? Yes_____ No_____ If yes, what areas are you interested in? _____.

APPENDIX E

ADVISOR/ADVISEE PROGRAM
(Program Description and Evaluation)

ADVISEES

Faculty and staff members are expected to serve as student advisors. Students are assigned to the appropriate instructor according to selected major areas of interest. Each faculty member will make a list of the students for whom he served as advisory during registration. A master list will also be compiled and changes made as needed soon after the beginning of the semester. Each faculty member should be responsible for 10 to 15 students. Every student has the right to change advisors in accordance with the students' needs and the advisor's work load. The instructor should provide in his schedule of office hours for each advisee to have a prescribed meeting time at two week intervals. (The student handbook suggests nine meetings per semester.) The student should understand that the prescribed time is his and he should be encouraged to use it as well as other office hours when and if he needs the services of the advisor.

While the student should be encouraged to avail himself of the services of his advisor, it is understandable that some students will not need or not choose to make use of their scheduled time period. The instructor should take the initiative in arranging meetings with the student at least twice during the semester. The first of these meetings should be early in the semester. At the initial meeting, the advisor should get acquainted with the student and arrange the advisee's special meeting time. The second advisor-initiated meeting, near the end of the semester, should be used to plan the advisee's class schedule for the next semester or to help the student with transfer plans. For the benefit of the student, program improvement, and retention, it is necessary for faculty and staff members to work closely with their advisees.

Advisor - Advisee Questionnaire

Check the following items with an X if they apply to you.

Of what class are you a member? _____ Freshman _____ Sophomore

How many times have you met with your advisor? _____ once or twice

_____ three or four _____ five or six _____ seven or eight

_____ more

Did you feel these meetings were beneficial to you? _____Yes _____ No

Check the type of assistance received. You may check more than one.

_____ academic

_____ career planning

_____ personal

APPENDIX F

COOPERATIVE EDUCATION FORMAT
(Short and Long Term Programs)

POLICIES FOR COOPERATIVE EDUCATION

COOPERATIVE EDUCATION

Types of students off campus

(a) Full-time - (credit) - Full time on job - full credit
(b) Parallel - (credit) - ½ day in school - ½ day on job
(c) Short-term - (credit) - full time on job - last six weeks of last semester of program

Fees to be charged

Full time Cooperative student
- (a) Full tuition
- (b) Incidental fee

Parallel program
- (a) Regular tuition
- (b) Fees

Short term Cooperative Education
- (a) Must register at start of semester. Anyone not registered at start of semester must petition for Cooperative program.
- (b) Pay full tuition, fees, room and board.
- (c) Refund on board at pro-rated rate for that period off campus. Refund on room will be made only if the room is sub-let with approval of Director of Housing and Business Manager.

Advisor - The student's advisor must check with the student's teachers to be sure classroom work and credits to be given is understood by advisor, student, and classroom teachers. Advisors are personally responsible to contact the registrar and inform him on what classes will be dropped or added so that the student will graduate on schedule.

(Administrative Council - November 6 and 13, 1974 and February 26, 1975).

This is for the student who will be obtaining a job during a semester (particularly the last semester of the year).

1. A. Cooperative Education: This is a student privilege and not a student right. There are credit Cooperative Education forms.

B. Short-term: This is a student privilege and not a student right. Only students in the last semester of their program will be permitted Short-term Cooperative Education, starting the last six weeks of the spring semester. During this time there will be at least one evaluation from the Cooperative Education office and one on-the-job visitation from LRJC.

2. The job: The student or teacher locates an accreditable job for the student, which must be related to the students' major area of study.

3. Petition for Cooperative Education form: Obtained from and returned to the Cooperative Education office.

This form is necessary if a student did not enroll for Cooperative Education at the beginning of the semester. This form must be turned into the Cooperative Education office by 5:00 p.m. of the Tuesday in the week that a student will be leaving for his Cooperative Education job.

This petition form will be taken to the Administrative Council meeting for approval on Wednesday morning of that week. (This means that a student could be released from LRJC by Wednesday afternoon, at the earliest.)

The Cooperative Education office will not do any final processing after 12:00 noon, Friday of any week.

4. Departmental Release form: Obtained from and returned to the Cooperative Education office.

All independent study work must be turned in two weeks prior to end of semester.

This form is taken by the student to each of his instructors, they must sign the form to OK the student's release. At this time the student's advisor must check with the student's teachers to be sure classroom work and credits to be given is understood by advisor, student, and classroom teachers. Advisors are personally responsible to contact the registrar and inform him on what classes will be dropped or added so that the student will graduate on schedule. The registrar will then know what entries to make on the student's transcript.

5. Registrar's Termination Release Paper: Obtained from and returned to the Registrar's Office.

This form covers the major areas of student life on campus. It must be taken to the people in charge of these areas to be signed. This form should only be signed if the student has met all his obligations at the college, or has made arrangements with the various areas to have them taken care of while out on Cooperative Education.

6. Student Vocational Exit Form: Obtained and completed in the Vocational Office, before Institutional Release form is signed.

7. Cooperative Education Project Papers: Obtained from and returned to the Cooperative Education office.

No Cooperative Education Project Papers will be handed out unless the Student Petition paper has been approved, the Departmental Release paper is received, and the Registrar's Termination Release Paper is signed and Ok'ed.

A student cannot receive a grade above an F, unless the Cooperative Education Project Papers are all completely filled out and turned in to the Cooperative Education office one week prior to the end of semester.

Forms obtained from the following offices:

1. Petition form from Cooperative Education office.
2. Departmental Release form from Cooperative Education office.
3. Institutional Release (Registrar's office).
4. Student Vocational exit form (Vocational office).
5. Cooperative Education project paper (Cooperative Education office).

ABIDE BY THIS PROCEDURE OR STUDENT CANNOT BE PROCESSED OUT.

APPENDIX C

SURVEY FROM ADULT ED.

We at Lake Region Junior College want to serve all residents of northeast North Dakota to the fullest degree possible. Many people are unaware that we offer a complete adult education program including both credit and non-credit courses. Some examples of classes we provided last year are ballroom dancing, knitting, crocheting and astronomy. There are no prerequisites for any of these courses; anyone can enroll. Would you please help us meet your needs by taking a few minutes to answer the following questions and return this questionnaire to Lake Region Junior College, Vocational Guidance Office, Dan Seim, Devils Lake, ND 58301. Thank you.

1. Would you attend courses held in communities or locations other than Devils Lake? Yes ____ No ____ Where?_____

2. What courses would you like to see offered through adult education?

3. If you have already attended some adult education courses at Lake Region, are there any improvements that could be made?

4. What are the best times to offer courses? (Check as many answers as necessary).

   a. spring ____ e. evenings ____

   b. summer ____ f. weekends ____

   c. fall ____ g. other (specify) _____

   d. winter ____

5. Would you be interested in being a resource person, helping with courses in which you have expertise? Yes ____ No ____

6. Do you want your name added to the LRJC mailing list? Yes ____ No ____

_____ _____

NAME ADDRESS

_____

OCCUPATION

APPENDIX H

QUESTIONNAIRE FROM 60 COMPLETORS AND 60 NON-COMPLETORS

NON-COMPLETORS

Name _____ M /_/ F /_/ 20 80

Dear Former Student:

We are searching for ways to improve the educational opportunities at Lake Region Junior College. Your responses to the questions in this information survey, along with the responses of other former students, will help L.R.J.C. to evaluate the strengths and weaknesses of this institution.

All information supplied by you on the survey is confidential. However, if any survey questions request information which you do not wish to provide, please feel free to omit those questions.

What was the most important reason why you did not finish L.R.J.C.?

23.1 1. School subjects were not interesting to me.
15.4 2. My grades were too low.
7.7 3. I ran into arguments with teachers and/or other school officials.
0 4. My friends weren't in school and I wanted to be with them.
0 5. I had to quit in order to earn money.
15.4 6. I had to quit for health reasons.
0 7. I was expelled from school.
38.5 8. Other _____

Did you visit the institution and look around at the facilities before signing up?

Yes 100 No _____

What finally made you decide to enter this type of educational program?

31.6 1. I was interested in the subject matter.
21.1 2. I thought my greatest talents were in this field.
15.8 3. I believed I could find employment when I graduated.
10.5 4. It was recommended to me by the VA or Voc. Rehab.
7.7 5. I thought it would lead to a well-paid job.
15.8 6. It seemed like something I could learn easily.
0 7. None of the above reasons are right to me.

What finally made you decide to enter this institution?

26.7 1. It was close to where I was living.
6.7 2. I was able to get a student loan to come here.
13.3 3. It was recommended to me by friends.
6.7 4. Someone in the VA recommended I go here.
33.3 5. It offered the kind of education I wanted.
6.7 6. Its costs are low enough so I can afford to go here.
6.7 7. It had the best reputation of any institution I knew about.
0 8. None of the above reasons are right for me.

If you lived in the dorm, how were the facilities?

Good 11.1 Fair 55.6 Poor _____

How would you judge the condition of the equipment?

90 1. Most was in good working condition.
10 2. About half was in good working condition.
0 3. Less than half was in good working condition.
0 4. Almost none was in good working condition.

Variety of equip.?

0 1. Excellent
25 2. Good
75 3. Average
0 4. Inferior

How would you judge the amount of equipment per student?

10 1. Excellent. There was plenty for every student.
50 2. Good. Usually there was plenty for every student.
40 3. Fair. We often had to wait to use it.
0 4. Poor. We usually had to wait to use it.
0 5. Inferior. There was never enough to go around.

How would you judge the knowledge these instructors had?

20 1. They always knew what they were talking about.
80 2. They usually knew what they were talking about.
0 3. They sometimes didn't know what they were talking about.
0 4. They usually didn't know what they were talking about.
0 5. They never seemed to know what they were talking about.

How would you judge their ability to answer your questions?

40 1. They can always answer my questions.
50 2. They can usually answer my questions.
10 3. Sometimes they can answer my questions and sometimes they can't.
0 4. They usually can't answer my questions.
0 5. They never seem to be able to answer my questions.

How would you judge their ability to demonstrate the skills they were teaching you?

0 1. Excellent. They were skills experts.
45.5 2. Good. They were better than the average performers.
54.6 3. Average. They could perform no better than the average person in this occupation.
0 4. Below Average. They could talk about it better than they could demonstrate it.
0 5. Inferior. They seemed unable to demonstrate skills they tried to teach us.

How well did you know your instructors?

10 1. I knew them very well.
70 2. I knew most of them.
10 3. I knew a few of them.
10 4. I didn't know them at all.

How would you judge their availability for giving you individual help?

50 1. They were always available when I needed them.
30 2. They were usually available when I needed them.
20 3. Sometimes they were available and sometimes they were not.
0 4. They were usually not available when I needed them.
0 5. They seemed never to be available when I needed them.

How did you find the students at this institution?

20 1. Everyone was friendly.
50 2. Most of the people were friendly.
30 3. Average
0 4. Very few people were friendly.

Staff?

33.3 1. They were all friendly.
55.6 2. Most of them were friendly.
11.1 3. Average
0 4. Very few of them were friendly.

Did the program meet your expectations?

20 1. Very well
30 2. Good
40 3. Average
10 4. Poor
0 5. Very poorly

How would you rate this institution if a good friend of yours still in high school asked you for your frank and honest opinion?

22.2 1. Very high. I think it's among the best in the country.
22.2 2. Above average. It's better than most.
55.6 3. Average. It's probably no better or no worse than most.
0 4. Below average. Most others would probably be better.
0 5. Very low. I wouldn't recommend other students coming here.

How do you feel about your present occupation?

77.8 1. Good
22.2 2. Average
0 3. Discouraged

Did you have much difficulty in finding a job in your area studied?

Yes 11.1 No 88.9 How?_____

COMPLETORS

Name _____ M /_/ 38.5 F /_/ 61.5

Dear Former Student:

We are searching for ways to improve the educational opportunities at Lake Region Junior College. Your responses to the questions in this information survey, along with the responses of other former students, will help L.R.J.C. to evaluate the strengths and weaknesses of this institution.

All information supplied by you on the survey is confidential. However, if any survey questions request information which you do not wish to provide, please feel free to omit those questions.

Did you visit the institution and look around at the facilities before signing up?

Yes 78.6 No 21.4

What finally made you decide to enter this type of educational program?

36.8 1. I was interested in the subject matter.
15.8 2. I thought my greatest talents were in this field.
26.3 3. I believed I could find employment when I graduated.
0 4. It was recommended to me by the VA or Voc. Rehab.
10.5 5. I thought it would lead to a well-paid job.
5.3 6. It seemed like something I could learn easily.
10.5 7. None of the above reasons are right to me.

What finally made you decide to enter this institution?

22.2 1. It was close to where I was living.
5.6 2. I was able to get a student loan to come here.
16.7 3. It was recommended to me by friends.
0 4. Someone in the VA recommended I go here.
38.9 5. It offered the kind of education I wanted.
13.9 6. Its costs are low enough so I can afford to go here.
0 7. It had the best reputation of any institution I knew about.
5.6 8. None of the above reasons are right for me.

If you lived in the dorm, how were the facilities?

Good 36.4 Fair 63.6 Poor _____

COMMENTS:

How would you judge the condition of the equipment?

92.9 1. Most is in good working condition
7.4 2. About half is in good working condition
0 3. Less than half is in good working condition
0 4. Almost none is in good working condition.

Variety of equip.?

15.4 1. Excellent
38.5 2. Good
38.5 3. Average
7.7 4. Inferior

How would you judge the amount of equipment per student?

13.3 1. Excellent. There was plenty for every student.
73.3 2. Good. Usually there was plenty for every student.
13.3 3. Fair. We often had to wait to use it.
0 4. Poor. We usually had to wait to use it.
0 5. Inferior. There was never enough to go around.

How would you judge the knowledge these instructors had?

21.4 1. They always knew what they were talking about.
57.1 2. They usually knew what they were talking about.
14.3 3. They sometimes didn't know what they were talking about.
7.1 4. They usually didn't know what they were talking about.
0 5. They never seemed to know what they were talking about.

How would you judge their ability to answer your questions?

7.1 1. They can always answer my questions.
71.4 2. They can usually answer my questions.
14.3 3. Sometimes they can answer my questions and sometimes they can't.
7.1 4. They usually can't answer my questions.
0 5. They never seem to be able to answer my questions.

How would you judge their ability to demonstrate the skills they were teaching you?

25 1. Excellent. They were skilled experts.
56.3 2. Good. They were better than the average performers.
12.5 3. Average. They could perform no better than the average person in this occupation.
0 4. Below Average. They could talk about it better than they could demonstrate it.
6.3 5. Inferior. They seemed unable to demonstrate skills they tried to teach us.

How well did you know your instructors?

28.6 1. I knew them very well.
71.4 2. I knew most of them.
0 3. I knew a few of them.
0 4. I didn't know them at all.

How would you judge their availability for giving you individual help?

50 1. They were always available when I needed them.
35.7 2. They were usually available when I needed them.
14.3 3. Sometimes they were available and sometimes they were not.
0 4. They were usually not available when I needed them.
0 5. They seemed never to be available when I needed them.

How did you find the students at this institution?

28.6 1. Everyone was friendly.
64.3 2. Most of the people were friendly.
7.1 3. Average
0 4. Very few people were friendly.

Staff?

16.7 1. They were all friendly.
75 2. Most of them were friendly.
8.3 3. Average
0 4. Very few of them were friendly.

Did the program meet your expectations?

35.7 1. Very well
50 2. Good
7.1 3. Average
0 4. Poor
7.1 5. Very poorly

How would you rate this institution if a good friend of your still in high school asked you for your frank and honest opinion?

7.1 1. Very high. I think it's among the best in the country.
50 2. Above average. It's better than most.
35.7 3. Average. It's probably no better or no worse than most.
0 4. Below average. Most others would probably be better.
7.1 5. Very low. I wouldn't recommend other students coming here.

How do you feel about your present occupation?

75 1. Good
16.7 2. Average
8.3 3. Discouraged

Did you have much difficulty in finding a job in your area studied?

Yes 25 No 75 How? _____

APPENDIX I

COMPILATION OF COMMERCIAL SURVEY ON PRESENT STUDENT BODY

FACULTY CONTACT

Students opinion on faculty contact

1. Availability
2. Ease with which to talk to
3. Helpfulness

	POSITIVE	NEUTRAL	NEGATIVE
- Liberal Arts	72%	9%	19%
- Technical & Industrial	66%	10%	24%
- Business Education	72%	8%	19%
- Nursing	59%	12%	28%
- Average	67.3%	9.8%	22.5%

STUDENT ACTIVITIES

* Action being taken

Percent of students who have participated in an organization

YES	NO
44%	56%

	YES	NEUTRAL	NO
- Increase in cultural events	73%	22%	3%
- Enough activities going on	6%	13%	81%
- Students are only concerned with getting through school and nothing more	24%	42%	34%
- Nothing else goes on here, but going to class	49%	16%	36%
- Student government is representative	21%	61%	16%
- Should cut out compulsory student fees	51%	22%	26%
- Students should run out of the classroom activities	59%	22%	18%

GENERAL COMMENTS

Students are indifferent - too disappointed about student activities

ADVISING

Students impressions about faculty advice dealing with such areas as:

1. faculty-student contact
2. information received being useful for students
3. faculty understanding of student problems
4. faculty sensitivity for students

	SATISFIED	UNSATISFIED
- Liberal Arts	62.7%	32.3%
- Business Education	61.3%	33.8%
- Technical & Industrial	63.8%	31.2%
- Nursing	61.3%	32.2%
- Average	62.3%	32.4%

COUNSELING

Students feelings and use of counseling services dealing with such areas as:

1. counselor availability
2. taking advantage of services provided

	POSITIVE	NEGATIVE
- Liberal Arts	74%	25.7%
- Business Education	70.7%	29.7%
- Technical & Industrial	65.7%	34%
- Nursing	67.7%	32.3%
- Average	69.5%	30.5%

STUDENTS GOALS & PLANNING

Have used occupational information on job possibilities

Liberal Arts	63%	
Technical & Industrial	56%	(Welding, Constr. trades, Auto & Diesel Mech.)
Business Education	38%	(Fashion Merchandising, Marketing, Office Ed. Ag)
Nursing - Rec. Tech.	52%	

Use of interest, aptitude or abilities test this term

Liberal Arts	20%
Technical & Industrial	39%
Business Education	38%
Nursing	39%

Should there be more practical job experience in such respective areas?

	YES	NO
Liberal Arts	50%	9%
Technical & Industrial	72%	9%
Business Education	48%	11%
Nursing	81%	12%

*Do students feel positive about their vocational choice?

	YES	NO
Liberal Arts	56%	24%
Technical & Industrial	57%	19%
Business Education	66%	8%
Nursing	93%	5%

Percent of students who have changed their vocational plans while in school

	HAVE	HAVE NOT
Liberal Arts	41%	45%
Technical & Industrial	17%	71%
Business Education	22%	67%
Nursing	9%	91%

Are students well informed about four-year schools?

	YES	NO
Liberal Arts	23%	65%
Technical & Industrial	23%	47%
Business Education	27%	50%
Nursing	16%	59%

Does college meet student's goals & vocational plans?

	YES	NO
Liberal Arts	45%	34%
Technical & Industrial	65%	18%
Business Education	61%	21%
Nursing	62%	14%

STUDENTS GOALS & PLANNING (continued)

* Uncertain about what I am receiving from college

	YES	NO
Liberal Arts	50%	33%
Technical & Industrial	26%	56%
Business Education	31%	52%
Nursing	9%	81%

* Need more information about the job situation

	YES	NO
Liberal Arts	61%	22%
Technical & Industrial	74%	15%
Business Education	64%	19%
Nursing	64%	21%

STUDY HABITS

Students and % of good study habits

	POSITIVE	NEGATIVE
- Liberal Arts	61%	35.2%
- Business Education	76.2%	20.8%
- Technical & Industrial	58.2%	36.2%
- Nursing	58%	39.8%
- Average	63.3%	33%

Satisfied with Study Facilities

	SATISFIED	UNSATISFIED
- Liberal Arts	42.5%	44.5%
- Business Education	54.5%	25%
- Technical & Industrial	46.5%	38%
- Nursing	27%	46.5%
- Average	42.8%	38.8%

Teacher Assistance

	SATISFIED	UNSATISFIED
- Liberal Arts	55%	44%
- Business Education	49%	51%
- Technical & Industrial	68%	29%
- Nursing	52%	48%
- Average	56%	43%

How students feel about course assignments.

	OPPOSE	FAVOR	INDIFFERENT
a. where student work together	6%	60%	19%
b. at least one course based on independent study	10%	54%	36%
c. that better students and the slower students taught in separate classes	43%	22%	31%
d. grades based on day-to-day work instead of totally on a few big exams or papers	10%	70%	19%
e. end-of-course grades that tell the student how well he did compared to other students	21%	50%	22%
f. classes should stay on course schedule even if some of the students get left behind or lose interest	49%	23%	27%
g. want at least one course in which student is not graded	33%	32%	34%
h. course credit based on passing an exam without having to take the course	34%	51%	26%
i. class experiences out in the community or away from the college	6%	79%	14%
j. no grades at all, just written comments by my instructors	52%	22%	26%
k. classes without texts or assignments, organized around informal discussions	41%	29%	30%

INSTRUCTORS AND CLASSROOM EXPERIENCE

1. Instructors have had trouble understanding the problems of students.

	Have	Sometimes	Have Not
Liberal Arts	6%	54%	41%
Business Education	12%	51%	27%
Technical & Industrial	20%	31%	48%
Nursing	7%	55%	38%

2. Instructors have geared their instruction to the interest and abilities of students.

	Have	Sometimes	Have Not
Liberal Arts	55%	41%	4%
Business Education	73%	22%	5%
Technical & Industrial	69%	23%	8%
Nursing	67%	29%	5%

3. Instructors were able to explain well enough for students to understand.

	Have	Sometimes	Were Not
Liberal Arts	26%	37%	33%
Business Education	27%	44%	29%
Technical & Industrial	26%	39%	35%
Nursing	31%	33%	36%

4. Instructors respected student points of view different than own.

	Have	Sometimes	Have Not
Liberal Arts	66%	24%	9%
Business Education	68%	29%	3%
Technical & Industrial	67%	29%	3%
Nursing	69%	26%	5%

5. Instructors have presented more in class than learned from assigned readings.

	Have	Sometimes	Have Not
Liberal Arts	65%	28%	6%
Business Education	80%	17%	3%
Technical & Industrial	69%	27%	4%
Nursing	91%	7%	1%

6. Instructors listened to students' questions and discussions in class.

	Have	Sometimes	Have Not
Liberal Arts	75%	17%	7%
Business Education	84%	15%	--
Technical & Industrial	71%	23%	2%
Nursing	83%	12%	5%

7. Instructors have done little than put material - leaving it to student to get it the best he can.

	Have	Sometimes	Have Not
Liberal Arts	36%	39%	24%
Business Education	28%	29%	43%
Technical & Industrial	19%	37%	44%
Nursing	5%	29%	67%

8. Instructors expect more outside work than the student has time for.

	Does	Sometimes	Does Not
Liberal Arts	21%	37%	41%
Business Education	6%	30%	63%
Technical & Industrial	33%	47%	21%
Nursing	16%	60%	24%

9. Instructors treat students fairly.

	Does	Sometimes	Does Not
Liberal Arts	92%	-	4%
Business Education	95%	-	5%
Technical & Industrial	97%	-	3%
Nursing	95%	-	5%

10. Instructors are clear about whay they expect.

	Are	Sometimes	Are Not
Liberal Arts	76%	24%	-
Business Education	72%	25%	2%
Technical & Industrial	74%	23%	2%
Nursing	79%	19%	2%

11. Instructors piled work on as theirs is the only course.

	Do	Sometimes	Do Not
Liberal Arts	28%	39%	6%
Business Education	8%	20%	2%
Technical & Industrial	26%	50%	10%
Nursing	39%	55%	14%

12. Instructors allowed a reasonable amount of freedom in the way course assignments are carried out.

	Do	Sometimes	Do Not
Liberal Arts	52%	43%	6%
Business Education	67%	30%	2%
Technical & Industrial	55%	35%	10%
Nursing	48%	48%	14%

* 13. Instructors return exams and papers with grades, corrections or comments soon enough and give detailed comments.

	Do	Sometimes	Do Not
Liberal Arts	52%	30%	17%
Business Education	46%	30%	24%
Technical & Industrial	55%	25%	16%
Nursing	73%	23%	14%

* 14. Instructors have taught over the heads of students.

	Have	Sometimes	Have Not
Liberal Arts	7%	52%	41%
Business Education	13%	38%	49%
Technical & Industrial	10%	37%	52%
Nursing	5%	43%	52%

* 15. Instructors have students participate in course-related activity off the campus.

	Yes	No
Liberal Arts	31%	69%
Business Education	34%	65%
Technical & Industrial	49%	51%
Nursing	48%	52%

16. DUring this term I as a student have done badly on a test.

	No	Yes, Once	Yes, Often
Liberal Arts	24%	28%	48%
Business Education	49%	28%	22%
Technical & Industrial	24%	34%	42%
Nursing	7%	31%	60%

17. As a student, I had to buy textbooks that were not really necessary for course.

	Yes	No
Liberal Arts	65%	9%
Business Education	47%	15%
Technical & Industrial	56%	19%
Nursing	55%	12%

18. As a student I knew how well I was doing in courses before I got a grade.

	Yes	No
Liberal Arts	88%	9%
Business Education	82%	15%
Technical & Industrial	79%	19%
Nursing	88%	12%

19. As a student I have had assignments from instructors that were really only busy work.

	Yes	No
Liberal Arts	56%	43%
Business Education	58%	42%
Technical & Industrial	73%	15%
Nursing	73%	26%

20. Students bored in class.

	Yes	No
Liberal Arts	6%	92%
Business Education	20%	80%
Technical & Industrial	3%	94%
Nursing	2%	97%

21. Covered material in class the student already knew.

	Yes	No
Liberal Arts	62%	30%
Business Education	80%	20%
Technical & Industrial	94%	3%
Nursing	97%	2%

22. Student felt left behind.

	Yes	No
Liberal Arts	54%	44%
Business Education	41%	59%
Technical & Industrial	51%	39%
Nursing	47%	52%

23. Student felt frustrated because the class was not moving fast enough.

	Yes	No
Liberal Arts	56%	43%
Business Education	44%	56%
Technical & Industrial	40%	58%
Nursing	40%	60%

24. Student feels that he or she had to spend time learning math that he or she should have known.

	Yes	No
Liberal Arts	55%	44%
Business Education	43%	56%
Technical & Industrial	34%	66%
Nursing	9%	90%

25. Student has had a course where the instructor consistently came to class unprepared.

	Yes	No
Liberal Arts	20%	80%
Business Education	19%	80%
Technical & Industrial	15%	85%
Nursing	23%	76%

26. Students have gotten so far behind in a course without realizing it, that he or she never really caught up.

	Yes	No
Liberal Arts	26%	74%
Business Education	21%	78%
Technical & Industrial	30%	69%
Nursing	14%	86%

27. Student has been in a course slanted too heavily toward students going into a job in that field.

	Yes	No
Liberal Arts	17%	83%
Business Education	15%	85%
Technical & Industrial	17%	82%
Nursing	12%	88%

28. Student feels that he or she has taken a course geared too much to students planning to go to a 4-year college.

	Yes	No
Liberal Arts	18%	81%
Business Education	8%	91%
Technical & Industrial	10%	89%
Nursing	2%	98%

29. Students have had a course that she or he tought would be dull turn out to be interesting.

	Yes	No
Liberal Arts	65%	33%
Business Education	44%	55%
Technical & Industrial	66%	32%
Nursing	54%	45%

30. Students have had a course that she or he thought would be interesting turn out to be dull.

	Yes	No
Liberal Arts	51%	39%
Business Education	48%	52%
Technical & Industrial	68%	32%
Nursing	62%	36%

31. Student feels he or she has had a course that was taught too much like high school courses.

	Yes	No
Liberal Arts	40%	59%
Business Education	41%	59%
Technical & Industrial	40%	56%
Nursing	47%	52%

32. College should offer more courses and programs for people in the community who are not regular students.

	Yes	No	Undecided
Liberal Arts	40%	9%	41%
Business Education	47%	11%	38%
Technical & Industrial	40%	11%	48%
Nursing	62%	4%	33%

APPENDIX J

STUDENT QUESTIONNAIRE USED WITH
STUDY GROUP OF 100 STUDENTS

End of Year Student Survey

Sophomore _____ Freshman _____ 1 _____

2 _____

3 _____

1. Are you aware that the library contains a large amount of Career information? _____ Yes _____ No

   Have you ever needed to use this Career information? _____ Yes

   _____ No

   If yes, were you satisfied? _____ Yes _____ No

2. Are you aware that the counseling center provides various testing services for student use? _____ Yes _____ No

   Have you ever used any vocational test such as interest, attitudinal or aptitude (in GATB or TABE)? (By D. Seim, G. Gibbens, J. Anthony)

   _____ Yes _____ No

   Were you satisfied? _____ Yes _____ No

3. Are you aware of the placement services LRJC provides? (By B. Enno or D. Seim) _____ Yes _____ No

   Have you ever needed to use that service? _____ Yes _____ No

   If yes, were you satisfied? _____ Yes _____ No

4. Are you familiar with the services provided by the Basic Skills Center? (By L. Searls) _____ Yes _____ No

   Have you ever used the Basic Skills Center? _____ Yes _____ No

   If yes, were you satisfied? _____ Yes _____ No

5. Do you feel you have been well informed abou the Counseling and Basic Skills Center services? (By J. Anthony, G. Gibbens, D. Seim, L. Searls)

   _____ Yes _____ No

6. Have you ever used the Counseling Services? (By D. Seim, J. Anthony, G. Gibbens, B. Enno, L. Searls) _____Yes _____ No

APPENDIX K

PROPOSAL EVALUATION CHART

PROPOSAL DESIGN CHART

Need	Goal (Terminal objectives)	Specific Objective	Procedure		Evaluation
To develop a Model for Counseling Services at the Post-Secondary level in North Dakota institutions offering Vocational Education programs	1.0 To reduce dropout and non-completion rates in Vocational Education programs	1.1	1p	1e	Student eval.
			2p	2e	Student eval.
			3p	3e	Course enrollment & student eval.
			4p	4e	Coordinator eval.
			5p	5e	Instructor response and use
			6p	6e	Student eval.
			7p	7e	Staff eval.
			8p	8e	Staff eval.
			9p	9e	Instructor/student evaluation
			10p	10e	Instructor/student evaluation
			11p	11e	Number obtained student evaluation
			12p	12e	Number obtain
			13p	13e	75 percent
			14p	14e	75 percent
	2.0 To better serve rural area students in Vocational Education programs	2.1	15p	15e	75% student/staff evaluation
			16p	16e	50% student participation
		2.2	17p	17e	Community response 75 percent
			18p	18e	20 students enrolled
			19p	19e	75% success
		2.3	20p	20e	Community response 15% enrollment increase
			21p	21e	15 students involved
	3.0 To assess the importance of existing Vocational Education programs on North Dakota industry and manpower	3.1	22p	22e	75% response 75% by item
			23p	23e	75% response 75% by item